



**UNIVERSITY OF MAINE AT FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher's Name:** Christopher Vogel **Lesson #: 5 Facet: Empathy**

**Grade Level: 10 Numbers of Days: 2**

**Topic: The United States and the Soviet Union Post World War II**

**PART I:**

**Objectives**

Student will understand that America's involvement in WW2 led to increased investment in foreign affairs.

Student will know USSR, communism, and nuclear proliferation.

Student will be able to consider the US's relationship with the USSR.

**Product:** Fakebook

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Content Area: Social Studies

Standard Label: E1 Historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-Diploma "World War 2 and Post War United States 1939-1961"

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

**Rationale:**

Students will understand the impact of the relationship between the United States and USSR had on American foreign policy and democracy. For this lesson, the enduring theme is nuclear proliferation and how that issue has changed in the present. The topic of this lesson will begin the transition from Post World War II era to Cold War era.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Students will use Give One Take One to review and gather notes on the USSR and United States.

**Section II – timely feedback for products (self, peer, teacher)**

Self-assessment for the Fakebook product will have a checklist to make sure key points and issues are met. Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit.

**Summative (Assessment of Learning):**

Fakebook: (50 points) Students will use Fakebook to create a conversation between the US and USSR over the issues dividing them. The goal of this product is to highlight some of the rhetoric that passed between the two super powers. The students should also see how America was not always entirely correct or conciliatory when it came to solving problems or dealing with other nations.

**Integration**

**Technology:**

Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, Fakebook will be used so students will create a phony Facebook account that requires critical thinking and tasteful use of videos and images.

## **Content Areas:**

**English:** The writing in the Fakebook account should be accurate and free of grammar misspellings unless intentional. Students will also be expected to answer short answer questions or write complete sentences on worksheets or assignments.

## **Groupings**

### **Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use cluster/word web 2 to map out the disagreements and conflicts (militarily, politically, economically) between the USSR and the US prior to the Cold War. The students will participate in the numbered heads activity to split up into groups and answer prompted questions. Students will be counted off by the teacher and then moved to sit with other members of the same number. The teacher will then prompt the class with a question. The students will have time to come up with an answer to the question and the teacher will randomly call out a group to answer the question.

### **Section II – Groups and Roles for Product**

The Fakebook product is individual or paired. Students will create one Fakebook product if two people work together. Each pair or individual has the option of picking a person or country to create the Fakebook account with. The restriction is that the country or person must be alive or active during the Post World War II era.

## **Differentiated Instruction**

### **MI Strategies**

**Verbal:** Students who can explore counter Soviet/communism rhetoric and compare with students who selected visual.

**Visual:** Students who can explore counter US art, videos and pictures made by Soviet supporters and will compare with students who selected verbal.

**Musical:** Students can compare musical differences and rights between the US and USSR during the 40s and 50s.

**Kinesthetic:** Students can explore physical activities popular during the 40s and 50s in the US and the USSR.

**Intrapersonal:** Students will interact with each other during the Give One Take One activity. Students can also work in pairs for the Fakebook product.

**Interpersonal:** Students have the option to create a fakebook on dialog between the US and USSR on their own.

### **Modifications/Accommodations**

*From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

### **Plan for accommodating absent students:**

Students who are absent for a whole lesson will need to work with other students to catch up on notes. Students can see the teacher to obtain missed assignments and make up quizzes or other forms of assessment. The Student must check in with the teacher about the missed lesson before the end of the next lesson.

## **Extensions**

### **Type II technology:**

Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, Fakebook will be used so students will create a phony Facebook account that requires critical thinking and tasteful use of videos and images. Fakebook is type II technology because students need to pull videos or use student created videos in a way that compliments critical thinking.

### **Gifted Students:**

Gifted students are challenged to pick a person for the Fakebook product instead of a country. In addition, they are

further challenged to incorporate dialogue between two people of the Post World War II era that did not communicate publicly. The students will have to hypothesize the dialogue of the two people based on their knowledge of how each acted and talked.

### **Materials, Resources and Technology**

Laptops (with internet): Fakebook products will require students to have access to the internet

Checklist

Rubric

Graphic Organizer

### **Source for Lesson Plan and Research**

[http://edu221resources.wikispaces.com/file/view/cooperative\\_learning\\_strategies.pdf/426402320/cooperative\\_learning\\_strategies.pdf](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) -- Cooperative Learning Website

<http://teaching-my-students.blogspot.com/2011/08/numbered-heads-together-nht-model-in.html> -- Numbered Heads activity website

<http://www.classtools.net/fb/home/page> -- Fakebook website

<http://www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat> -- Website detailing US policy for nuclear weapons, the spread of nuclear weapons and who has nuclear weapons

<http://www.wilsoncenter.org/program/nuclear-proliferation-international-history-project> -- Website detailing a huge amount of nuclear weaponry history

<http://www.differencebetween.net/miscellaneous/difference-between-communism-and-capitalism/> -- Website comparing Communism to Capitalism

<http://www.howstuffworks.com/communism.htm> -- Communism website

<http://www.coldwar.org/articles/40s/index.asp> -- Cold War website (includes events from 40's and 50's)

<http://www.youtube.com/watch?v=jF5YFiCyX2A> -- Anti Communist Add (hook)

## **PART II:**

**Teaching and Learning Sequence** (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Room Arrangement: Desks will be put into pairs of two. The pairs will be organized into rows and columns.

Day One: 80 min

**Review** (15 min): Quick discussion of previous related lessons

**Hook** (10 min): Presentation of Anti-Communist ad and discussion

**Numbered Heads activity** (20 min): Students will be broken into groups to do the activity

**Presentation on USSR** (20 min): Presentation on the USSR and interactions with the US in the 50s

**Fakebook** (15 min): Students will begin Facebook activity and explore the website

Day Two: 80 min

**Give One Take One** (20 min): Students will participate in the activity

**Cluster Word Web 2** (20 min): Students will fill out the graphic organizer

**Presentation on USSR** (10 min): Presentation on the USSR and interactions with the US in the 60s

**Fakebook** (30 min): Students will work on Fakebook with teacher supervising and meeting with students to see their progress

Students will understand that America's involvement in WW2 led to increased investment in foreign affairs. The conflict between the US and the USSR had its roots placed following WWII. It is critical to understand how two big political powers came to such opposition when they were former allies. It is important for students to recognize this relationship because it is mirrored in some of the political allies the US has today. While we are not in open war with China like we were with the USSR, there is major rivalry between the two nations. *Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* As a class, the students and teacher will watch an anti-communist ad, then discuss as class the meaning behind it. The ad will be a bit of a shock to some students due to the nature of when it was created and what it was intended to do. The students have already completed their own advertisement earlier in the unit and so this will be a mini review as well.

**Where, Why , What, Hook Tailors:** Verbal, Logical, Visual, Interpersonal, Intrapersonal

Students will know USSR, communism, and nuclear proliferation (see content notes). Students will use cluster/word web 2 to map out the disagreements and conflicts (militarily, politically, economically) between the USSR and the US prior to the Cold War. Because the graphic organizer is given in day two, students should have enough information on their own to fill out most of the sheet. This graphic organizer will be a method of note taking for the students and they can use it to study for later assignments or tests. The graphic organizer can be filled out in pairs. The students will participate in the numbered heads activity to split up into groups and answer prompted questions. Students will be counted off by the teacher and then moved to sit with other members of the same number. The teacher will then prompt the class with a question. The students will have time to come up with an answer to the question and the teacher will randomly call out a group to answer the question. The numbered head activity will involve information used in previous classes so the students will have a refresher in addition to new information learned. The students will have access to the internet to answer some of the questions when the teacher specifies. Each group should be ready to answer the question because the teacher will randomly call on a group. Students will use Give One Take One to review and gather notes on the USSR and United States. Each student will take out a piece of paper. The paper is divided so two columns can be made. One column is labeled Give One and the other Take One. The teacher will ask a question to the class that will allow for multiple answers. The students will write down as many of the answers in the Give One column. Then each student will stand up and walk around to other members of the class. Once paired up, one student will give one of the answers to the other person. If the second person has the answer they will check it, otherwise the note will be placed in the Take One column. The process is repeated back to the first person and then the two split up and find another person. The teacher will let the class know when to stop the activity. The students will then have a running list of notes for the Post World War II era and know which information is important.

**Equip, Explore, Rethink, Tailors:** Kinesthetic, Musical, Verbal, Logical

Students will use fakebook to create a conversation between the US and USSR over the issues dividing them. Self-assessment for the project will have a checklist to make sure key points and issues are met. Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit. The Fakebook product is individual or paired. Students will create one Fakebook product if two people work together. Each pair or individual has the option of picking a person or country to create the Fakebook account with. The restriction is that the country or person must be alive or active during the Post World War II era. The goal of this product is to highlight some of the rhetoric that passed between the two super powers. The students should also see how America was not always entirely correct or conciliatory when it came to solving problems or dealing with other nations.

**Explore, Experience, Revise, Refine, Tailors:** Kinesthetic, Musical, Verbal, Visual, Logical, Naturalistic, Intrapersonal, Interpersonal

Each student will be given a checklist to make sure they have completed each part of the Fakebook profile. The teacher will use a rubric to grade the profile but the students have the option of showing the profile in front of the

class and receiving peer feedback.

**Evaluate, Tailors:** Interpersonal, Verbal, Intrapersonal, Logical

### **Content Notes**

Students will know.....

**USSR:**

As the competing world power, the USSR posed a significant threat to the rapidly growing United States. The end of World War II saw the emerging rivalry between the US and the USSR on almost every level. The USSR was a running experiment for human society on whether or not Communism could beat Capitalism as a preferred government type. This lesson will focus mostly on how the USSR and the US interacted politically, economically and militarily.

**Communism:**

In this lesson, Communism will focus mostly around how it was used and spread by the USSR. The first lesson discussed the issues the United States had with its practice and values. This lesson will talk about how the USSR used communism and the difference between communism and socialism.

**Nuclear Proliferation:**

Students will learn about the impact nuclear weapons had on the world following World War II. The United States had just revealed the devastation that this weapon could bring and everyone wanted a piece of it. The United States for many reasons wanted to keep the threat of nuclear weapons under control. This meant that a significant portion of the nation's foreign policy revolved around protecting the US from nuclear threat and keeping a control on other nations who gained nuclear power. This ultimately led the US towards the confrontation with the USSR. In addition, students will learn about the impact of nuclear proliferation in the present along with each countries' current nuclear capabilities.

### **Handouts**

Checklist

Graphic Organizer (Cluster Word Web 2)

Rubric

## **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

### **Learning Styles**

***Clipboard:***

All assignments will be handed out with a discussion in class along with a checklist covering all information needed to complete the assignment. The teacher will be available to answer any questions or concerns the student has regarding class content or expected work.

***Microscope:***

Students will be provided all the resources used in the class during presentations and activities. This will allow the students opportunities to look more in depth in the content covered in the classroom.

***Puppy:***

Each student is encouraged to share their ideas or thoughts concerning the topic being discussed. A significant portion of lesson one involves discussion between students. The discussions usually will involve small groups so the student does not feel pressured to speak to the whole class.

***Beach Ball:***

Besides covering the required parts of the checklist, the students are free to choose and add any other information or detail into their assignments. In addition, class activities like the Cluster Word Web have no set information that is required to be written down. The student is able to choose what information (as long as it is accurate) to put onto the Cluster Word Web.

***Rationale:***

I prefer to formalize the assignments in writing so the clipboards and microscopes know what information is expected from them. Otherwise many of the activities are free and hopefully engaging so the Beach Balls and Puppies have the opportunity to express themselves freely without being pressured into getting their answers right or wrong.

***Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

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**Summative (Assessment of Learning):**

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***Rationale:***

The Give One Take One appeals to students who are Beach Balls and Puppies so they can express their learning freely. The Checklists are for students who are Clipboards or Microscopes and wanted a structured way of expressing their learning. The Fakebook product will appeal to all learning styles and show their learning of the class material.

***Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

(see Content Notes)

***MLR or CCSS:***

*Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.*

***Facet:***

Empathy: Students will be able to consider the US's relationship with the USSR.

***Rationale:***

The standard will be covered because the students will be able to consider how the relationship between the USSR and the US impacted foreign policy and democracy in the United States.

**Standard 8 - Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**MI Strategies:**

**Verbal:** Students who can explore counter Soviet/communism rhetoric and compare with students who selected visual.

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**Musical:** Students can compare musical differences and rights between the US and USSR during the 40s and 50s.

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**Type II Technology:**

Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, Fakebook will be used so students will create a phony Facebook account that requires critical thinking and tasteful use of videos and images.

**Rationale:**

Students will have the opportunity to explore the Fakebook website in a way that compliments their strong multiple intelligences. In addition the students will be encouraged to use their weaker multiple intelligences in a safe environment.

**NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:**

A: Students will be able to explore new ways of expressing their ideas in class through the Fakebook product. In addition, the class discussions will provide a safe learning environment for students to express their ideas or thoughts on the material being covered in class.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing

their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:***

C: The Teacher will encourage and address different ways for students to accomplish the task set before them. Students will be able to demonstrate their understanding in a learning style they prefer and in coordination with the multiple intelligence they are strongest with.